REVISED June 2016

Halton Community Violence Threat Risk Assessment (V.T.R.A.) Operating Guide

In Partnership with

Halton Regional Police Service
Halton District School Board Halton
Catholic District School Board Provincial
Schools Branch, Milton, Ontario
Conseil scolaire de district catholique Centre Sud
Conseil scolaire Viamonde
Halton Healthcare Services
Joseph Brant Hospital
Halton Children's Aid Society
Regional Municipality of Halton Health Department
Reach Out Centre for Kids
Elizabeth Fry Society of Peel-Halton John
Howard Society Peel-Halton-Dufferin
MCYS Youth Justice Program
ADAPT-Halton
Woodview Mental Health and Autism Services

The information collected, with the use of the attached forms, is being collected, used, retained and disclosed in accordance with the *Municipal Freedom of Information and Protection of Privacy Act* for the purposes of providing education and related services.

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Stage One - V.T.R.A.

Stage One Summary of Actions/Checklist

☐   Informed Principal or designate who initiates and oversees the following actions:

☐   Consulted with appropriate Professional Services Personnel (e.g., Social Worker, C.Y.C.);

      Consulted with Community Partner Leads; Appendix "H". (IE: CAS, other Mental Health Agencies)
- Notify CAS Supervisor, Meaghan Christie at mchristie@haltoncas.ca.

☐   Assembled the School based V.T.R.A. Team members;

☐   Informed Area Supervisor Special Services/Professional Services (HDSB) of the threat;

☐   Informed Family of Schools Superintendent;

☐   Informed Halton Regional Police (if appropriate);

☐   Informed target of incident by Date ("Duty to Warn");

☐   Informed parent/guardian(s) of threat maker and target of incident ("Duty to Warn");

      Threat Maker's Parent/Guardian(s): _____
      Informed by:_____   Date: _____

      Targets, Parent/Guardian(s):_____
      Informed by:_____   Date: _____

      Parent/Guardian(s) have <u>NOT</u> been informed because:
      _____

☐   Completed Identifying Information and V.T.R.A. Team forms;

☐   Collected Data: Refer to <u>V.T.R.A. Level One Training Guide</u>, Stage One for types of information to be gathered (attach all notes);

☐   Completed "V.T.R.A. Screening Questions";

☐   Determined Level of Concern;

☐   Completed Stage One Intervention Plan;

☐   Completed Plan of Action;

☐   Completed Student Safety Plan for victim and threat maker (as appropriate);

☐   Informed Area Supervisor of Student Services/Professional Services (HDSB) of outcome of Stage One Assessment (Applicable Boards only);

☐   Reviewed outcome with parent/guardian and threat maker;

☐   Scheduled follow-up/review meeting with Stage One V.T.R.A. Team and appropriate Superintendent (Family of Schools where applicable);

☐   Completed V.T.R.A. Summary, Intervention Plan, Plan of Action placed in student's O.S.R.

Stage One - V.T.R.A.

Use **V.T.R.A. Report Forms** as a format for gathering and recording information for a Stage One V.T.R.A.

What is a Stage One V.T.R.A.?

The purpose of the Stage One V.T.R.A. is to determine whether a student poses a threat to the safety of others. It is an initial response to a collection of worrisome and/or high risk behaviour and is initiated when a student makes a threat, may be about to act out violently, or has acted out violently.

Taking the time to do a proper initial assessment can prevent overreactions. There are times when a case may first appear as high-risk but quickly prove to be a minor non-threat related situation.

The Stage One V.T.R.A. involves data collection and immediate risk-reducing intervention. The School Threat Assessment Team is designated by the school/agency staff and is charged with conducting the V.T.R.A.

Who is on the School V.T.R.A. Team?

Once an incident of concern occurs, the Stage One V.T.R.A. Team is identified based on roles and responsibilities within the school/agency and familiarity with the student. Follow these guidelines for team membership:

Elementary School	Secondary School
• Principal or designate • School Social Worker and/or C.Y.C./Mental Health Worker • Special Education Resource Teacher • A teacher who knows the student well • Halton Regional Police Service trained personnel • Others at the discretion of the Principal	• Principal or designate • School Social Worker, C.Y.C./ Mental Health Worker • Halton Regional Police Service trained personnel • At least one of: ➤ Student Success Teacher ➤ Guidance staff ➤ Special Education Resource Teacher ➤ A teacher who knows the student well ➤ Others at the discretion of the Principal

At least one member of the Stage One V.T.R.A. Team must be trained in V.T.R.A. (Level One) provided by certified trainers accredited from the Canadian Centre for Violence Threat Risk Assessment and Trauma Response. This Team assembles first to determine who will gather which pieces of information. The Team will need to reassemble after as much information as possible is collected about the threat.
(It is understood that the V.T.R.A training process is progressive and will take a period of time to accomplish this level of proficiency).

Contacting Police to be a Part of the Stage One V.T.R.A. Team

> *In the case of violence or criminal threats, the police officer has full discretion as to whether or not charges will be laid.*

The Youth Office has knowledge and expertise in the area of youth and the V.T.R.A. process, and they are available as a resource and for consultation.

Stage One:
The Halton Regional Police Service (H.R.P.S.) will endeavor to support Stage One V.T.R.A.s. In the event that an Officer is not available to attend, then relevant information will be provided to the School Board V.T.R.A. member requesting H.R.P.S. participation as per information sharing agreements.

<u>High School</u>: Contact the High School Liaison Officer who is assigned to that school via e-mail/HRPS issue cell phone and indicate "V.T.R.A." in the subject line.

<u>Elementary School</u>: Contact the Elementary School Liaison Officer assigned to that school via e-mail/HRPS issue cell phone and indicate "V.T.R.A." in the subject line. If contact is made, but the assigned Officer is not available to attend, then he/she will attempt to secure an alternate trained H.R.P.S. member to participate. If contact cannot be made with assigned Officer within a reasonable time, then:
      Call the District Staff Sergeant or Detective Sergeant for assistance:

Burlington	905-825-4747 ext. 2310 or 2315
Halton Hills	905-878-5511 ext. 2410 or 2415
Milton	905-878-5511 ext. 2410 or 2415
Oakville	905-825-4747 ext. 2210 or 2215

If further information is received regarding Criminal Code offences inform parties involved of the potential for charges. Police officers involved in a criminal investigation related to the situation shall not be involved directly in the V.T.R.A. The Youth Office will be canvassed for support.

Possible Sources for Data/Information

- Current and previous school/discipline records/O.S.R.
- Halton Regional Police Service, Probation, as appropriate
- Interview with the threat maker and/or target of the threat, as appropriate
- Interviews with school staff, including teaching, secretarial, custodial and Teacher Assistant, as appropriate
- Interview family members/guardian, as appropriate
- Witnesses, including all participants directly and indirectly involved
- Evidence obtained in any search of a locker, backpack and home (the bedroom) as appropriate
- Internet histories, diaries, notebooks
- Psychiatric Assessments or other formal assessments
- Any other sources as deemed necessary by the Stage One Team
- Previous V.T.R.A. data if it exists

Completion of Stage One Report Form

Complete Stage One Report Form using the data collected in the V.T.R.A. process. Upon the completion of the process, and in consideration of the level of concern, use the Intervention Plan. (Appendix A, pages 14-29)

What is an Intervention Plan and How to Create It?

- Intervention Plan outlines the decision(s) that the V.R.T.A. team determines to be appropriate in addressing the threat-maker and ensuring the safety of staff and students.

- Intervention Plan will organize what has occurred already in response to the incident and will provide ideas for incorporating the information into a more detailed Plan of Action.

- Complete the Intervention Plan form. This will be tailored to each situation and to the needs of the student and the school environment.

- The Intervention Plan shall be reviewed periodically as per the decision of the Team and should be placed in the student's O.S.R.

Share the Intervention Plan (Appendix D, pages 43-44)

The Intervention Plan shall be shared with the following:

- The student who has made the threat, his/her parent/guardian as well as the victim and his/her parent/guardian as it relates to the safety of the victim.

- School staff that are in direct contact or have a close relationship with the student who has made the threat.

- Any receiving educational or therapeutic setting (e.g., suspension program or new school).

- Superintendent (Family of Schools where applicable) and/or other Senior Staff as per Board/School Policy.

- Involved community partners.

Plan of Action (Appendix E, page 46)

The Plan of Action is a tool that has been developed locally, to effectively track the goals, recommendations, actions, respective persons responsible and the projected date of completion. It is to be used in conjunction with the Intervention Plan.

Stage Two - V.T.R.A.

STAGE TWO SUMMARY OF ACTIONS/CHECKLIST

☐   Written consent has been obtained from parent/guardian to share information for Stage Two. If child is under 16 and parent/guardian is refusing consent, consult with the CAS Supervisor, Meaghan Christie (mchristie@haltoncas.ca)

☐   Informed Principal or designate who initiates and oversees following actions:

☐   Consulted with appropriate Professional Services Personnel/ (e.g., Area Supervisor of Professional Services (HDSB), Social Worker, C.Y.C);

☐   Requested that the Stage Two V.T.R.A. partners participate and collect any pertinent information relevant to the threat maker;

☐   Informed parent/guardian(s) that a Stage Two V.T.R.A. involving the V.T.R.A. Team members from outside the school will be conducted;

☐   Assembled the Stage Two V.T.R.A. Team (e.g., C.A.S., R.O.C.K. etc.);

☐   Designated a scribe;

☐   Completed Stage Two V.T.R.A. Screening Questions;

☐   Revised Level of Concern in Stage Two;

☐   Revised Stage One Intervention Plan to a Stage Two Intervention Plan;

☐   Revised Stage One Plan of Action to a Stage Two Plan of Action;

☐   Reviewed the Intervention Plan with Parents;

☐   Notified the appropriate Superintendent (Safe and Inclusive Schools and F.O.S. in HDSB) and senior managers of professional services (Area Supervisors of Professional Services in HDSB) of the outcome, and submitted a copy of the completed Stage Two Intervention Plan and Stage Two Action Plan;

☐   Principal or designate have shared Intervention Plan, Plan of Action with parent/guardian(s), student, and school staff as required and where appropriate;

☐   Filed copies of the Stage Two Intervention Plan and Stage Two Plan of Action in the O.S.R. (in accordance with your School Board's Policy);

☐   Completed Summary of Stage Two for O.S.R.;

☐   Follow-up meeting set.

Stage Two - V.T.R.A.

Use **Stage Two V.T.R.A. Screening Questions** (See V.T.R.A. Reporting Documents), as a format for gathering and recording information.

What is a Stage Two V.T.R.A.?

It is a comprehensive, multi-disciplinary risk evaluation, which is conducted when a threat has serious implications of potential or immediate danger to others. It is an initial response to "Immediate Threat" behaviours or it may also be a second stage response to "High Risk" behaviours. The Stage One V.T.R.A. and the Stage Two V.T.R.A. Team is charged with conducting a Stage Two V.T.R.A.

Who is on the Stage Two V.T.R.A. Team?

The intention is that members of Stage Two V.T.R.A. Team have V.T.R.A. training and/or Clinical Training and experience. At least one member shall have Level Two training from the Canadian Centre for Threat Assessment and Trauma Response. School Social Workers are clinically trained. At Stage Two ensure the Team is multidisciplinary in nature.

Mandatory members include Stage One V.T.R.A. members and additional members.

Additional Members (At least 2 of the following)

- Mental Health Liaison Nurse/Public Health Nurse
- Children's Aid Society Worker
- Area Supervisor Professional Servicers (HDSB)/Senior Managers of Special Services
- Community Clinician (Psychological Associate/Psychologist, Therapist, Counselors, etc.)
- Teacher or Guidance Counselor who knows the student
- Any other members as determined by the Principal or Stage Two Team.
  (Parents of the threat maker or victim are not be team members)

Contacting the Police at Stage Two V.T.R.A.
Stage Two:
The H.R.P.S. participant of the Stage One V.T.R.A. will make personal contact to notify the respective H.R.P.S. Youth Office of date/time/location of Stage Two V.T.R.A. and will provide all related information required. When an H.R.P.S. member did not attend the Stage One V.T.R.A., then the Stage Two V.T.R.A. meeting coordinator will contact the District Youth Office directly to advise the date/time/location of the Stage Two V.T.R.A. and provide all related information required.

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Burlington	905-825-4747 ext. 2308/2362
Milton/Acton/Georgetown	905-878-5511 ext. 2406/2421
Oakville	905-825-4747 ext. 2224/2271

Whenever possible, consideration should be given to the fact that police availability is determined by shift assignments

What Information is collected?
Assemble the Stage Two V.T.R.A. Team for purposes of amalgamating Stage One information with all new information. Provide Stage One information to new Stage Two participants as soon as possible to allow for review prior to Stage Two assessment.

> *Note: Steps must be taken to protect the identity of the student when using electronic communication. Some community partners may be prohibited from sharing information electronically accordance with their governing legislation. (e.g., portable devices such as: cell phones, computers and fax machines). In those instances verbal conversations may be required.*

Information will come from a variety of sources such as:
- Current and previous school/discipline records
- Halton Regional Police Service, Probation, as appropriate
- Interviews, from all sources, with the threat maker and target of the threat
- Interviews with school staff, including teaching, secretarial, custodial and teacher assistant staff, as appropriate
- Interviews with family members (as appropriate)
- Interviews with student witnesses, including all participants directly & indirectly involved
- Searches of the student(s), lockers, and backpack, as appropriate
- Internet histories, diaries, notebooks
- Psychological Assessments or other formal assessments
- Other resources at the discretion of the Principal and Superintendent
- It is the domain of the Police to gain legal consent to the threat makers bedroom in order to determine if there is evidence he/she is engaging in threat making behaviours

Note: Use the Stage Two V.T.R.A. Guide to Data Collection, to guide the inquiry and to document concerns during the Stage Two V.T.R.A. Team meeting.
Designate one person (scribe) to take the official notes of the meeting ensuring the report contains only facts, no opinions.

With the input of all Stage Two V.T.R.A. Team members and, as a result of the Stage Two assessment:

- Complete/revise Level of Concern
- Revise Stage One Intervention Plan to reflect new information which will aid in the development of the Stage Two Risk Evaluation Plan and a revised Plan of Action
- Set follow up meeting(s) and document these on Plan of Action
- Ensure that all Stage Two V.T.R.A. Reporting Documents are completed

Stage Three - V.T.R.A.

STAGE THREE - V.T.R.A. Monitoring the Plan of Action

As a result of the School Board and community partners' evaluation of risk from Stage Two, an Intervention Plan and Plan of Action will have been developed collaboratively for the student. The responsibility for the immediate implementation of the plan will be assigned by the Superintendent (Superintendent of Safe and Inclusive Schools and F.O.S. Superintendent in H.D.S.B.) or community partner in consultation with the members of the Stage Two V.T.R.A. Team and the Principal or designate.

A follow-up meeting, occurring within a timeline indicated by the Stage One V.T.R.A. will subsequently be convened to assess the implementation of the Plan for the student. This meeting should involve all available members of the Stage Two V.T.R.A., Principal or designate, and parents of the student requiring support as well as any other attendees at the discretion of the Superintendent.

APPENDIX A
STAGE ONE V.T.R.A. REPORT FORM[1]

(Data Collection and Immediate Risk Reducing Interventions)

Violence/Threat Making Behaviours (Examples of high-risk behaviours addressed in this Protocol include but are not limited to)**:**

❋ Serious violence or violence with intent to harm or kill

❋ Verbal/written threats to kill others ("clear, direct, and plausible")

❋ Internet (e.g., Facebook, YouTube, etc.) text messaging, threats to kill others (refer to Appendix "B" of the National Training Protocol for abbreviations commonly used on the Internet and texting)

❋ Possession of weapons (including replicas)

❋ Bomb threats (making and/or detonating explosive devices)

❋ Fire Setting

❋ Sexual intimidation or assault

❋ Gang related intimidation and violence

THREAT ASSESSMENT IDENTIFYING INFORMATION

Date of Threat Assessment: _____

Report Completed by: _____   **Work E Mail:** _____

Date of Incident: _____   **Location of Incident:** _____

Current Status of Student (e.g. suspended): _____

Police Occurrence #: _____

Officer and Badge #: _____

Police Action Taken: _____

Student

Student Name: _____   **Date of Birth** _____
                             Month/Day/Year

Student (OEN) Number: _____   **Grade:** _____   **School:** _____

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[1] Copyright-adapted from the Canadian Centre for Threat Assessment and Trauma Response, Violence Threat/Risk Assessment VTRA, Stage I Report Form, Second Edition, May, 2011

Home Address: _____
Home Phone: _____
City: _____
Province: _____
Postal Code: _____

Student lives with:
Parent/Guardian(s)/Other: or, Same as Above (Circle)

1) **Name:** _____   **Relationship:** _____
    Home Address: _____   *Contact Numbers:*
    City: _____   **Home:** _____ **Cell:** _____
    Province: _____   **Work:** _____
    Postal Code: _____   **E-mail:** _____

2) **Name:** _____   **Relationship:** _____
    Home Address: _____   *Contact Numbers:*
    City: _____   **Home:** _____ **Cell:** _____
    Province: _____   **Work:** _____
    Postal Code: _____   **E-mail:** _____

3) **Name:** _____   **Relationship:** _____
    Home Address: _____   *Contact Numbers:*
    City: _____   **Home:** _____ **Cell:** _____
    Province: _____   **Work:** _____
    Postal Code: _____   **E-mail:** _____

<u>Significant Others:</u>

1) **Name:** _____   **Relationship:** _____
    Home Address: _____   *Contact Numbers:*
    City: _____   **Home:** _____ **Cell:** _____
    Province: _____   **Work:** _____
    Postal Code: _____   **E-mail:** _____

2) **Name:** _____   **Relationship:** _____
    Home Address: _____   *Contact Numbers:*
    City: _____   **Home:** _____ **Cell:** _____
    Province: _____   **Work:** _____
    Postal Code: _____   **E-mail:** _____

3) **Name:** _____   **Relationship:** _____
    Home Address: _____   *Contact Numbers:*
    City: _____   **Home:** _____ **Cell:** _____
    Province: _____   **Work:** _____
    Postal Code: _____   **E-mail:** _____

Three Primary Hypotheses in V.T.R.A.

One: Is it a conscious or unconscious "Cry for Help"?

Two: Conspiracy of two or more! Who else knows about it? Who else is involved?

Three: Is there any evidence of fluidity?

Pre-interview Considerations

i) When possible, interview the Threat Maker(s) or Student of Concern **after** initial data has been collected such as locker check, interviewing the individual who reported the threat as well as the police member doing an occurrence check for prior police contacts.

This will help to avoid the "uni-dimensional assessment" and provide the interviewer(s) with data to develop case specific hypotheses and verbatim questions that can be asked in a strategic V.T.R.A. interview to test those hypotheses.

ii) There should **never** be more than two people in the room interviewing the Threat Maker or Student of Concern.

iii) Remember to distinguish between **assessing the threat** versus **assessing the Threat Maker.**

Remember: The better the data collection, the better the assessment!

Step 1:

Principals/designate: make sure you know the whereabouts of the target(s) and threat maker(s) and address any immediate risk factors if they exist.

➢ If necessary, appropriately monitor and/or detain the student(s) of concern until the police member of the team is present.
➢ Do not allow "student(s) of interest" access to coats, backpacks, desks, or lockers.
➢ Determine if the threat maker has immediate access to the means (knife, gun, etc.).

Step 2:

Principals/designate: If appropriate, check the locker, backpack, desk, etc.

Step 3:

Call the "trained" V.T.R.A. police member; share initial data and police will determine if a history of weapons possession, use, or violence is noted in police accessible records.

Step 4:

School Principal/designate will instruct the Stage One V.T.R.A. Team to initiate the Stage One V.T.R.A.

Step 5:

Principal/designate and Stage One V.T.R.A. Police member, in collaboration with the counselling member will determine who will strategically interview sources of data including all participants directly and indirectly involved as well as "hard" data collection as outlined below.

Immediate data may be obtained from multiple sources including:
➢ Reporter(s)
➢ Target(s)
➢ Witnesses
➢ Teachers and other school staff (secretaries, teacher assistants, bus drivers, etc.)
➢ Friends, classmates, acquaintances
➢ Parents/caregivers (call both parents)
➢ Current and previous school records (Call the sending school)
➢ Police Records Check
➢ Check the student(s), locker, desk, backpack, recent text books/assignment binders, cars, etc for data consistent with the threat making or threat-related behaviour
➢ Check/Search or question parents/caregivers about the student(s), bedroom etc.
➢ Activities: internet histories, diaries, notebooks

Step 6:

Genogram

APPENDIX A

STAGE ONE REPORT FORM QUESTIONS

Please consider all questions in each Series as a guideline. Record the answers to those questions relevant to this V.T.R.A. process. Answers must be factual and not based on opinion.

Series I Questions (The Incident)

1. Where did the incident happen and when?

2. How did it come to the interviewee's attention?

3. What was the specific language of the threat, detail of the weapon brandished, or gesture made?

4. Was there stated:
   ☐ Justification for the Threat?
   ☐ Means to carry out the threat?
   ☐ Consequences weighed out (I don't care if I live or die!)?
   ☐ Conditions that could lower the level of risk (unless you take that Facebook post down I will stick my knife in your throat!)?

5. Who was present & under what circumstance did the incident occur?

6. What was the motivation or perceived cause of the incident?

7. What was the response of the target (if present) at the time of the incident?
   Did the target add to or detract from the Justification Process?

8. What was the response of others who were present at the time of the incident?
   Did they add or detract from the Justification Process?

   Notes

Series II Questions (Attack –Related Behaviours)

1. Has the student (subject) sought out information consistent with his/her threat making or threat-related behaviour?

2. Have there been any communications suggesting ideas or intentions to attack a target currently or in the past?

3. Has the student (subject) attempted to gain access to weapons or does he/she have access to the weapons she/he has threatened to use?

4. Has the student (subject) developed a plan & how general or specific is it (time, date, identified target selection, site selection, journal of justifications, maps & floor plans)?

5. Has the student (subject) been engaging in suspicious behaviour such as appearing to show an inordinate interest in alarm systems, sprinkler systems, video surveillance in schools or elsewhere, schedules & locations of police or security patrol?

6. Has the student (subject) engaged in rehearsal behaviours, including packing or brandishing fake but realistic looking weapons, air rifles, pistols, or engaged in fire setting (i.e. lighting fire to card board tubes cut & taped to look like a pipe bomb, etc.)?

7. Is there any evidence of attack related behaviours in his/her locker (back pack, car trunk, etc.) at school or bedroom (shed, garage, etc.) at home?

8. Have others been forewarned of a pending attack or told not to come to school because "something big is going to happen?"

   Notes

Series III Questions (Threat Maker Typology)

1. Does the threat maker (subject) appear to be more:
   - a) Traditional Predominately Behavioural Type? ☐
   - b) Traditional Predominately Cognitive Type?☐
   - c) Mixed Type?☐
   - d) Non-Traditional?☐

2. Does the threat maker (subject) have a history of violence or threats of violence?
   If yes, what is his/her past:
   - a) (HTS) History of Human Target Selection ☐
   - b) (SS) History of Site Selection ☐
   - c) (F) Frequency of Violence or Threats ☐
   - d) (I) Intensity of Violence or Threats ☐
   - e) (R) Recency ☐

3. In the case at hand, what is his/her current:
   - a) (HTS) Human Target Selection
     ☐ b) (SS) Site Selection ☐
   - c) Does it denote a significant increase in <u>BASELINE</u> Behaviour? ☐

   NOTE: In Stage One V.T.R.A., history of violence is a significant risk enhancer but the best predictor of future violent behaviour is an increase or shift in <u>Baseline</u>. This may also include an individual who has become more withdrawn or quiet as opposed acting out!

4. Does the threat maker (subject) have a history of depression or suicidal thinking/behaviour?

5. Is there evidence of fluidity in his/her writings, drawings or verbalizations?

6. Does the threat maker (subject) use drugs or alcohol? Is there evidence it is a risk enhancing factor in the case at hand?

8. Is there a mental health diagnosis or evidence of a mental health diagnosis that may be a risk enhancing factor in the case at hand?

Notes

Series IV Questions (The Target Typology)

* Remember that in some cases the target is higher risk for violence than the threat maker with the most common case being where the threat maker is the victim of bullying and the target is the bully.

1. Does the target have a history of violence or threats of violence?
   If yes, what is his/her past:

2. If yes, what is the frequency, intensity & recency (F.I.R.) of the violence?

3. What has been his/her past human target selection?

4. What has been his/her past site selection?

5. Is there evidence the target has instigated the current situation?

   Notes

Series V Questions (Peer Dynamics)

1. Are others involved in the incident that may intentionally or unintentionally be contributing to the justification process?

2. Who is in the threat maker's (subject's) peer structure & where does the threat maker (subject) fit (e.g., leader, co-leader, and follower)?

3. Is there a difference between the threat maker's individual baseline & his/her peer group baseline behaviour?

4. Who is in the target's peer structure & where does the target fit (e.g., leader, co-leader, and follower)?

5. Is there a peer who could assist with the plan or obtain the weapons necessary for an attack?

Notes

Series VI Questions (Empty Vessels)

1. Does the student of concern (subject) have a healthy relationship with a mature adult?

2. Does the student have **inordinate knowledge** versus **general knowledge** or interest in violent events, themes, or incidents, including prior school – based attacks?

3. How has he/she responded to prior violent incidents (local, national, etc.)?

4. What type of violent games, movies, books, music, Internet searches, does the student (subject) fill consume/engage in?

5. Is there evidence that what the youth is consuming or engaging in is influencing the youth's behaviour? (Imitators vs. Innovators?)

6. What related themes are present in the youth's writings, drawings, etc.?

7. Is there evidence of fluidity and/or religiosity?

   Notes

Series VII Questions (Contextual Factors)

1. Has the threat maker experienced a recent loss, such as a death of a family member or friend; a recent break-up; rejection by a peer or peer group; been cut from a sports team; received a rejection notice from a college, university, military etc.?

2. Have his/her parents just divorced or separated?

3. Is the youth a victim of child abuse & has the abuse been dormant but resurfaced at this time?

4. Is the youth being initiated into a gang & is it voluntary or forced recruitment?

5. Has the youth recently had an argument or "fight" with a parent/caregiver or someone close to the youth?

6. Has the youth recently been charged with an offence or suspended or expelled from school?

7. Is the place where the youth has been suspended to likely to increase or decrease the youth's level of risk?

Notes

Series VIII Questions (Family Dynamics)

1. How many homes does the student (subject) reside in (shared custody, goes back and forth from parent to grandparent's home)?

2. Is the student (subject) connected to a healthy/ mature adult in the home?

3. Who all lives in the family home (full-time and part-time)? Has anyone entered or left the home that may be influencing level of risk?

4. Who seems to be in charge of the family and how often is that individual around?

5. Has the student engaged in violence or threats of violence towards his/her siblings or parent(s) caregiver(s)? If so, what form of violence and to whom including Frequency, Intensity, and Recency (F.I.R.)?

6. What is the historical baseline at home? What is the current baseline at home? Is there evidence of evolution at home?

7. Are parent(s) or caregiver(s) concerned for their own safety or the safety of their children or others?

8. Does the student's level or risk (at home, school, or the community) cycle according to who is in the home (i.e., the student is low risk for violence when his/her parent/guardian is home but high risk during the times his/her parent/guardian travels away from home for work)?

9. Does the student have a history of trauma? Including car accidents, falls, and exposure to violence, abuse, etc.

10. Has the student been diagnosed with a D.S.M. IV diagnoses?

11. Is there a history of mental health disorders in the family?

12. Is there a history of drug or alcohol abuse in the family?

Notes

Step 7:

Notify the Threat Maker(s) and Target(s) Parent(s) or Guardian(s) at the earliest opportunity.

☐ Parents/guardians have been notified of the situation and this Stage One data collection phase.

☐ Parents/guardians have NOT been notified because:

Step 8: NOTE the importance of engaging in the V.T.R.A. process as soon as possible following an incident so that consent is not necessary to involve community partners before information can be shared. **Drop and Do Now

Other Agencies:

As per the formal signed protocol, other agency partners may be involved in the Stage One V.T.R.A. Protocol as consultants to the school/police team and sources of initial data relevant to the case at hand such as past or current involvement by other agencies. Once informed of the initial school/police data they may release necessary information or physically join the team.

➢ Call Children's Services (C.A.S.)/Stage Two V.T.R.A. Team member for record check relevant to the case at hand
➢ Call Mental Health Stage Two V.T.R.A. Team member for record check relevant to the case at hand
➢ Call Youth Probation Stage Two V.T.R.A. Team member for record check relevant to the case at hand
➢ Others

Upon receipt of the Stage One data, partner agencies should check to see if the student in question is or was a client and then the agencies determine if they are in possession of information that in conjunction with the Stage One data requires them to "disclose". Generally, Stage Two V.T.R.A. Team designates will report that a record check has been completed and:

1) There is nothing to report.
2) There is information relevant to the case that needs to be disclosed as per the V.T.R.A. Protocol (significant risk of harm to the health or safety of others is present).
3) The risk is not immediate but a Release of Information Form should be requested to allow for a full disclosure of the contents of the file relevant to the case at hand.

Note:

At this point of the Stage One process, some initial data may not be available to complete this form but enough information is usually available to determine if 1) an immediate risk is posed and 2) if a Stage Two evaluation is required.

Step 9:

V.T.R.A. Team members collate the data and discuss all relevant information regarding the student. As a team, ask the questions: "***To what extent does the student pose a threat to school/student safety?***" **"Does the student pose a threat to himself/herself or someone outside the school (e.g., family)?"** The Stage One Assessment is an overall assessment of current level of risk and is a precursor to (if necessary) a more comprehensive Stage Two Risk Evaluation.

☐   ***Low Level of Concern*** - Risk to the target(s), students, staff, and school safety is minimal.

- Threat is vague and indirect.
- Categorization of low risk does not imply "no risk" but indicates *the individual* is at little risk for violence.
- Information contained within the threat is inconsistent, implausible or lacks detail; threat lacks realism.
- Available information suggests that the person is unlikely to carry out the threat or become violent.
- Within the general range for typical baseline behaviour for the student in question.
- Monitoring of the matter may be appropriate.

☐   ***Medium Level of Concern*** -The threat could be carried out, although it may not appear entirely realistic. Violent action is possible.

- Information gathered suggests that some thought has been given to how the threat will be carried out (e.g., possible place and time).
- No clear indication that the student of concern has taken preparatory steps (e.g., weapon seeking), although there may be an ambiguous or inconclusive reference pointing to that possibility. There may be a specific statement seeking to convey that the threat is not empty: "I'm serious!"
- A moderate or lingering concern about the student's potential to act violently.
- Increase in baseline behaviour.
- Categorization of risk indicates *the individual* is at an elevated risk for violence, and those measures currently in place or further measures, including monitoring, are required in an effort to manage the individual's future risk.

☐   ***High Level of Concern*** - The threat or situation of concern appears to pose an imminent and serious danger to the safety of others.
- Threat is specific and *plausible.* There is an identified target. Student has the *capacity* to act on the threat.
- Information suggests concrete steps have been taken toward acting on threat. (e.g., information indicates that the student has acquired or practiced with a weapon or has had a victim under surveillance).
- Information suggests strong concern about the student's potential to act violently.
- Significant increase in baseline behaviour.
- Categorization of risk indicates the individual is at a high or imminent risk for violence.
- Immediate intervention is required to prevent an act of violence from occurring.

* Sources for the above categorizations represent the work of the F.B.I., Durham Regional Police service, Ontario Provincial Police Threat Assessment Unit, and the Canadian Centre for Threat Assessment and Trauma Response.

<u>Step 10</u>:

Decide on a course of action.

Are there risk reducing interventions that need to be put in place immediately?

With the input of *all* Stage One V.T.R.A. Team members, decide on a course of action. If there is a low to medium level of concern, the student can likely be managed at school with appropriate (increased) supervision.

Low to Medium Level of Concern
- Implement the Intervention Plan (*Most students can be managed at school with interventions.)*

Medium to High Level of Concern
- Members of the Stage One V.T.R.A. have determined that a Stage Two V.T.R.A. is needed.

<u>Step 11</u>:

Develop a Stage One Intervention Plan and Determine if Stage Two Risk Evaluation and longer term treatment planning is required

Use the following Intervention Plan and Plan of Action to address all concerns identified during the Stage One Assessment.

APPENDIX B
Violence Threat Risk Assessment Teams

Stage One ☐   **Stage Two** ☐

TEAM LEADER:

Name	Position	Contact Info (Phone & Email)

APPENDIX C
STAGE TWO INTERVIEWING: GUIDE TO DATA COLLECTION

*Stage Two questions may look similar to Stage One questions. However, this is an opportunity to review the data collected and provide any new or extra information, as the team will consist of additional members. Must **consider all questions** in each Series as a guideline. Record the answers to those questions relevant to this V.T.R.A. process. Answers must be factual and not based on opinion.*

The following 10 "series" of questions are comprehensive and cover data collection useful for Stage Two V.T.R.A When a Stage One V.T.R.A. is being conducted at the institutional level, the team will use the condensed version referred to as the "Stage One Report Form".

Series I – Details of the Incident
Threats (Weapon Possession)
1. Where did the incident happen & when?

2. How did it come to the team's attention?

3. What was the specific language of threat?

4. Was the threat direct, indirect, conditional or veiled?

5. Who was present & under what circumstance was the threat made?

6. What was the response of the target (if present) and/or others who were present at the time of the threat?

VIOLENCE

7. Where did the incident happen & when?

8. How did it come to the team's attention?

9. What was the specific language used during the violent incident?

10. Who was present & under what circumstance did the violence occur?

11. What was the response of the target and/or others who were present at the time of the incident?

12. Was the violence provoked or unprovoked?

13. Was intent to harm present?

14. Were illegal weapons (knives, guns, replicas, machetes, etc.) brandished or used in the commission of the offence?

15. Was there intent to seriously injure the target(s)?

Notes

Series II – Attack – Related Behaviours

1. Has the threat maker sought out information consistent with their threat making behaviour (i.e.: has the student who threatened to "bomb the school" been downloading bomb making instructions off the Internet?)

2. Has the threat maker attempted to gain access to weapons or do they have access to the weapons they have threatened to use?

3. Have they developed a plan & how general or specific is it (time, date, identified target selection, site selection, journal of justifications, maps & floor plans)?

4. Has the threat maker been engaging in suspicious behaviour, such as appearing to show an inordinate interest in alarm systems, sprinkler systems, video surveillance in schools or elsewhere, schedules & locations of police or security patrol?

5. Have they engaged in rehearsal behaviours, including packing or brandishing fake but realistic looking weapons, air rifles, pistols, or engaged in fire setting?

6. Is there any evidence of attack related behaviours in their locker (back pack, car, trunk, etc.) at school or bedroom (shed, garage, etc.)?

    Notes

Series III – Threat Maker Typology

1. Does the threat maker have a history of violence or threats of violence?

2. If yes, what is the "frequency, intensity & recency" (F.I.R.) of the violence?

3. Does the F.I.R. of the violence denote a significant increase in behavioural baseline of the perpetrator(s)?

4. What has been their past human target selection?

5. What has been their past site selection?

6. Have they primarily engaged in instrumental violence or affective violence?

7. Do they have a history of depression or suicidal thinking/behaviour?

8. Is there evidence of fluidity?

9. Are they open and honest about the incident?

10. Is there current incident an increase in behavioural baseline?

11. Do they feel justified in attacking the target and have they also dehumanized the target?

Notes

Series IV – Empty Vessel

1. Does the threat maker or student of concern have a healthy relationship with a mature adult?

2. If they do not have a healthy connection, what (or who) are they filling themselves with?

3. Have there been any communications suggesting ideas or intentions to attack a target?

4. Have others been forewarned of a pending attack or told not to come to school because "something big is going to happen?"

5. Does the student have inordinate knowledge or interest in violent events, themes, or incidents, especially prior school – based attacks?

6. How have they responded to prior violent incidents (local, national, etc.)?

7. Do they identify with the aggressor's behaviour & talk about how they would or could do it better?

8. What type of violent games, movies, books, music, Internet searches, does the threat maker fill himself/herself with?

9. Is there evidence that what they are filling themselves with is influencing their behaviour?

10. Imitators vs. Innovators?

11. What related themes are present in their writings, drawings, etc.?

12. Is there evidence of fluidity and/or religiosity?

Notes

Series V – Target Typology

1. Does the target have a history of violence or threats of violence?

2. If yes, what is the "frequency, intensity & recency" (F.I.R.) of the violence?

3. What has been their past human target selection?

4. What has been their past site selection?

5. Have they primarily engaged in instrumental violence or affective violence?

6. Do they have a history of depression or suicidal thinking/behaviour?

7. Is there evidence of fluidity?

8. Are they open and honest about the incident or dishonest?

9. Is there any evidence of an increase in their baseline behaviour?

10. Do they feel justified in attacking the threat maker and have they also dehumanized the threat maker?

   Notes

Series VI – Peer Dynamics and Structure

1. Was there a clear victim and perpetrator dyad with power imbalance (e.g., age, size, social power, etc?)

2. Are others involved in the incident that may intentionally or unintentionally be contributing to the justification process?

3. Is the target more at risk for perpetrating violence than the threat maker?

4. Who is in the threat maker peer structure & where does the threat maker fit (e.g.' leader, co-leader, and follower)?

5. Are there others in the threat maker's peer structure that may be directly or indirectly influencing the target & is their baseline behaviour higher or lower than the threat makers?

6. Is there a difference between the threat maker's individual baseline & their peer group baseline behaviour?

7. Who is in the target's peer structure & where does the target fit: (e.g., leader, co-leader, and follower)?

8. Are there others in the target's peer structure who may be directing or influencing the target & is their baseline behaviour higher or lower than the targets?

9. Is there a difference between the target's individual baseline & their peer group baseline behaviour?

   Notes

Series VII- Contextual Factors (Triggers)

1. Has the threat maker experienced a recent loss, such as a death of a family member or friend: a recent break-up; rejection by a peer or peer group; been cut from a sports team; received a rejection notice from a college, university, military, etc?

2. Have their parents just divorced or separated?

3. Are they victims of child abuse & has the abuse or memories of the abuse been dormant but resurfaced at this time?

4. Are they being initiated into a gang? If so, is recruitment voluntary or forced?

5. Have they recently had an argument or "fight" with a parent/caregiver or someone close to them?

6. Have they recently been charged with an offence or suspended or expelled from school?

7. Is the place where they have been suspended likely to increase or decrease their level of risk?

Notes

Series VIII – School Dynamics & Structure

1. What is the history of trauma in the school/community?

2. Is the current incident occurring in a defined international, national, or local critical period?

3. Is the flow of information typically open between all levels of the system (e.g., Naturally Open-Naturally Closed – Traumatically Open-Traumatically Closed)?

4. Is the flow of information in this case open or is some other dynamic influencing this particular case (e.g., the threat/violence occurred in the back of the school while the witnesses and threat maker were smoking "pot" and no one wants to implicate themselves?

5. Could parent(s) or caregiver(s) be adding to or maintaining the justification process?

6. Could staff member(s) be adding to or monitoring the justification process?

7. If several parents or staff members seem to be overreacting or under reacting, is there an underlying "human systems dynamic" driving the behaviour?

Notes

Series IX – Family Dynamics and Structure

1. How many homes does the student reside in (e.g., shared custody, goes back and forth from parent to grandparent's home)?

2. Is the student connected to a healthy/mature adult in the home?

3. Do the parents or caregivers know what the contents of the bedroom are or is the bedroom off- limits?

4. If they do not know the contents of the bedroom, is it due to a "rule-the-roost" dynamic or a parental attitude about privacy?"

5. Who all lives in the family home (full-time and part-time)?

6. What is the family structure (e.g., patriarchal, matriarchal, chaotic, stage two parentification, etc.)?

7. Has the student engaged in violence or threats of violence towards their siblings or parent(s)/ caregiver(s)? If so, what form of violence and to whom including: "frequency, intensity, and recency" (F.I.R.)?

8. What is the historical baseline at home? What is the current baseline at home? Is there evidence of evolution at home?

9. Are parent(s) or caregiver(s) concerned for their own safety or the safety of their children or others?

10. Does the student's level or risk (at home, school or community) cycle according to who is in the home (e.g., the student is at low risk his/her parent/guardian is at home but high risk during time when their parent/guardian travels away from home.

11. Does the student have a history of trauma, including car accidents, falls, exposed to violence, abuse etc.?

12. Has the student been diagnosed with a D.S.M. diagnoses?

13. Is there a history of mental health diagnosis in the family?

14. Is there a history of drug or alcohol abuse in the family?

Notes

Series X – Baseline Overview

1. What is the history of human target selection?

2. What is the history of site selection?

3. What are the "frequency, intensity, and recency" (F.I.R.) of violence, threats, or weapon possession?

4. Is there a difference from individual baseline versus peer group baseline?

5. Is there a drug and alcohol baseline related to violence and is it different from when the student is clean?

6. What is the student's cognitive baseline and is there evidence of evolution?

7. What is the student's affective baseline and is there evidence of evolution?

Notes

Revise Stage One Intervention Plan, Plan of Action and V.T.R.A. Summary Report with information gathered during Stage Two questions.

APPENDIX D

Intervention Plan

Intervention Plan Stage One ☐ Stage Two ☐	
Student Name:	**OEN:**
☐ Disciplinary action taken:	
☐ If suspended student will return on:	
☐ Intended victim warned and/or parents or guardians notified:	
☐ Suicide Risk assessment initiated on:	By:
☐ Follow your agency's protocol for Suicide Prevention Protocol. (please attach)	
☐ Alert staff and teachers on a need-to-know basis.	
☐ Daily or ☐ Weekly check-in with (Title/Name):	
☐ Travel card to hold accountable for whereabouts and on-time arrival to destinations.	
☐ Backpack, coat, and other belongings check-in and check-out by:	
☐ Late Arrival and/or Early Dismissal.	
☐ Increased supervision in these settings:	

☐ Modify daily schedule by:

☐ Behaviour Plan (attach a copy to this Threat Assessment)

☐ Identify precipitating/aggravating circumstances, and intervene to alleviate tension. Describe:

☐ Drug and/or alcohol intervention with:

☐ Referral to IEP team to consider possible Special Education Assessment.

☐ If Special Education student, review IEP goals and placement options.

☐ Review community-based resources and interventions with parents or caretakers.

☐ Obtain permission to share information with community partners such as counsellors and therapists (Release of Information Form)

☐ Other action:

☐ List referrals and ongoing agency involvement:

PARENT/GUARDIANS (attach additional pages as needed)

☐ Parents will provide the following supervision and/or intervention:

☐ Parents will:

<u>Monitor this Plan of Action regularly and modify it as appropriate.</u>

☐ **File copy in OSR   By: Date:**

Appendix E
Plan of Action

Student's Name: _____

		□ STAGE ONE □ STAGE TWO	PLAN OF ACTION – Student Plan			
Risk Enhancer:	**Goal:**		**Recommendation:**	**Action Plan:**	**Person Responsible:**	**Completion Date:**
Ex. Drug Use	Ex. Address addiction to reduce use		Ex. Family Doctor assessment of general health. Connect with ADAPT	Ex. Parent to make appointment and follow up with S.W.	Ex. Parent Name	Ex. Reasonable Date
	Follow-up Meeting Dates:					
	□ **File Copy in OSR**		**Date:**			
	□ **(For Stage Two) provide copy to Halton Regional Police Service V.T.R.A. member**			**Date:**		

Appendix F

V.T.R.A. Summary Report
Stage One   Stage Two

Student's Name:	**OEN:**
Incident Location:	
Incident Date:	
Brief Summary of the Incident:	
☐ **Worrisome Behaviour**	☐ **Stage One V.T.R.A completed.** (See attached Intervention Plan (if required) and Plan of Action)
☐ **High Risk**	☐ **Stage One V.T.R.A completed, moved to Stage Two**
☐ **Immediate Threat**	☐ **Called 911**
Date of Stage One V.T.R.A.:	**Time:**
Outcome:	
Stage Two V.T.R.A. Outcome:	☐ **Stage Two V.T.R.A. completed** (see attached Intervention Plan & Plan of Action)
Date of Stage Two V.T.R.A.:	**Time:**
Community V.T.R.A. Partners Involved:	

1.	5.
2.	6.
3.	7.
4.	8.
☐ **Victim/Target(s**) Notified of Outcome	**Date Notified:** **By:**
☐ **Victim/Target(s) Parent(s)** Notified of Outcome	**Date Notified:** **By:**
☐ **Subject of V.T.R.A.** Notified	**Date Notified:** **By:**
☐ **Subject of V.T.R.A. Parent(s)** Notified	**Date Notified:** **By:**

Prepared by:	**Date:**
File Copy in OSR **To be Retained in the student's O.S.R.**	

Appendix G

(Board Logo)

SAMPLE

Fair Notice to Parents/Guardians
School Letterhead

Date:

Dear Parents/Guardians:

Re: Fair Notice

The safety of our children is a top priority for everyone. This letter is to inform you that we have participated in the development of a region wide Violence Threat Risk Assessment Protocol along with our community partners, for responding to situations in which students may pose a threat to themselves or others. These situations may involve weapons, or threats to harm (communicated personally or via electronic media) or assaults as outlined in our Student Code of Conduct.

The purpose of the assessment is to determine how best to support the student so their behaviour does not become violent or self-injurious. Please note that other community partners such as, the Halton Regional Police Service, or other community youth agencies may become involved in the Violence Threat Risk Assessment (V.T.R.A) because it is critical to have as much information available as possible in order to provide the most appropriate support to your child.

If your child comes home and tells you that a student has behaved in a threatening way at school, please ensure the school principal or vice principal are notified. Measures will be taken to deal with the situation in a positive and proactive manner.

We will respond to all threats in a professional manner in order to provide a healthy and caring learning environment. Additionally, we will be educating students so they know that threat making behaviours are not acceptable as well as teaching youth about school safety.

The *(insert your Board here)* is proud to be able to provide this level of support to our students and is most fortunate to have our community partners working with us.

Sincerely,

(insert name here)
 Principal

Appendix H

Phone Calls to Community Partners-Activation of V.T.R.A. Protocol
(Suggested Script for Principals/designate and Community Partners)

1. Identify yourself   ***(name and school, agency)***
2**.** Identify the purpose of your call and ask to speak with the lead from the Stage Two V.T.R.A. Team Assessment Partners Team?
    Describe the "category for action" that is prompting activation.

- Serious violence or violence with intent to harm or kill others or self
- Verbal/written threats to kill others or self
- Possession of weapons (including replicas)
- Bomb threats
- Fire setting
- Sexual intimidation and violence
- Gang related intimidation and violence

3. Explain the incident in detail and what information has been collected in Stage One thus far (e.g. interviews conducted, record checks, police checks, locker, backpack checks). Clearly articulate the level of risk and **why this is urgent** based on the Stage One assessment.

5. Be patient**!** Stage Two V.T.R.A. team member may put the police/school/agency on hold or call back as it may take several minutes to determine if or what information can or will be shared or its relevance. Many child protection agencies, mental health workers, youth probation partners have one V.T.R.A. trained designate who will need time to receive approval from their supervisor as to what is reasonable to share under the circumstances and according to the protocol.

Community Partners calling back a Principal or designate

Hi my name is   *(from)*   The Stage Two V.T.R.A. Team.

1. Information is shared immediately. We see this as a high risk and are on our way to the school, hospital, police station now. **OR**

2. We have done a check of our files and the information we think is relevant to the situation and the person you describe (but there is no need to physically join the team at this time). **OR**

3. We have done a check of our files and we have nothing to report back.   **OR**

4. There is not sufficient justification at this point to share information but we suggest that both our agencies should request the parent to sign a *Release of Information* immediately so that we can carefully share the contents of the file.

Insert list of Contact Leads.

Appendix I

Halton Community Violence Threat Risk Assessment (V.T.R.A.)

☐ Notification of Shared Information

Subject's Surname:	First Name:	Middle Name:
Date of Birth (day/month /year):	Gender: ☐ Male ☐ Female	Age:
Address:	Apt:	City:

As a result of incident that occurred on _____ the Halton Violence Threat Risk Assessment School & Community Protocol has been activated for the following reasons:
☐ **When disclosure has already been made (e.g., imminent risk)** The following personal information *(insert information)* _____ has been disclosed among the following community agencies or media providers *(insert names)*
☐ **When consent is being sought for disclosure** I give my informed legal consent to *(name of agency)* _____ to disclose *(student's name)* _____ any and all medical, legal, community agency or school record to *(names of community agencies to which the information will be disclosed)* _____ to ensure that the best possible care of my child in order to prevent serious harm to themselves or others.
I understand that I may withdraw my consent at any time by giving written or verbal notice to *(insert name of head of agency or designate)*.
I understand that the information gathered will help to form an assessment of risk that will formulate a course of action to improve the health and safety of *(student's name)* _____ and only a Summary Report from the Violence Threat Risk Assessment, Intervention Plan and Plan of Action will appear in the student's O.S.R.
I further agree to waive any and all rights of action and agree to not commence any proceedings against any person or institution providing or receiving information in compliance with this Consent.
Information pertaining to the Assessment will be collected and retained in accordance with *(insert applicable privacy and access legislation or governing Act (e.g., Education Act, Police Services Act etc.) and the applicable sections)*.

Parent/Guardian Name:	Signature:
Date:	Time:
Adult Student's Name:	Signature:
Date:	Time:
Witness Name:	Date/Time:

Appendix J

VTRA RECORD OF INFORMED CONSENT

Student's Surname	First Name	Date of Birth
Gender	Grade	OEN#
Parent/Guardian's Name	Address	

The informed consent discussion covered all issues checked:

As a result of an incident, indicated below, that occurred on _____ a Violence Threat Risk Assessment (VTRA) is being recommended for your child.

Elements of VTRA Process:

☐ Meeting conducted to share information as it relates to this incident utilizing VTRA to guide the process.

☐ VTRA includes assessment of the incident, threat maker, target, peers, school environment and dynamics, and family dynamics and structure.

☐ VTRA team consists of: school staff, CAS, Halton Police, and other relevant community agencies.

☐ All information sought from any medical, legal, police, school or community agency to ensure the best possible care of your child in order to prevent harm to themselves or others.

☐ Information shared by school may include: review of Ontario Student Record, direct observation, teacher/staff information, interview with student and peers.

☐ Information gathered will help form an assessment of risk that will formulate a course of action with the goal of improving the health and safety of your child.

☐ Intervention plan and Plan of Action will be placed in the student's Ontario Student Record.

☐ All information pertaining to the assessment process will be collected and retained in accordance with the Education Act and Child and Family Services Act.

☐ Date of VTRA

Date: _____   Signature: _____

Position: _____